

Perrine Heymann

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EDUCATION

Florida International University

Ph.D in Clinical Science

Anticipated graduation May 2023

Miami, FL

Florida International University

M.S. in Clinical Science, December 2019

Miami, FL

University of Pittsburgh

Honors Bachelors of Philosophy, April 2015

Psychology Major; Minor in Spanish; Certificate in American Sign Language

Magna Cum Laude

Pittsburgh, PA

RESEARCH EXPERIENCE

Department of Psychology & Center for Children and Families

Florida International University

Early Childhood Behavior Lab

Graduate Student in the Doctoral Clinical Child Science Program

Primary Supervisor: Daniel M. Bagner, Ph.D.

August 2017 – Present

Miami, FL

Yale Child Study Center, Yale Early Social Cognition Lab,

Developmental and Computational Social Neuroscience Fellow

Primary Supervisor: Katarzyna Chawarska, Ph.D.

June 2015 – June 2017

New Haven, CT

Infant Communication Lab, University of Pittsburgh

Undergraduate Research Assistant

Primary Supervisor: Jana M. Iverson, Ph.D.

September 2012 – April 2015

Pittsburgh, PA

PUBLICATIONS

Peer Review Manuscripts

- **Heymann, P.**, Heflin, B. H., & Bagner, D. M. (In Press). Effect of therapist coaching statements on parenting skills in a brief parenting intervention for infants. *Behavior Modification*.
- Verneti, A., Schic, F., Boccanfuso, L., Macari, S., Kane-Grade, F., Milgramm, A., Hilton E., **Heymann, P.**, Goodwin, M. S., & Chawarska, K. (2020). Atypical Emotional Electrodermal Activity in Toddlers with Autism Spectrum Disorder. *Autism Research, 13*(9), 1476-1488.
- Heflin, B. H., **Heymann, P.**, Coxe, S., Bagner, D. M. (2020). Impact of parenting intervention on observed aggressive behaviors in at-risk infants. *Journal of Child and Family Studies, 29*, 2234-2245.
- **Heymann, P.**, Heflin, B. H., Baralt, M., Bagner, D. M. (2020). Infant-directed language following a brief behavioral parenting intervention: The importance of language quality. *Infant Behavior and Development, 58*.
- Griffith, S. F., Hagan, M. B., **Heymann, P.**, Heflin, B. H., Bagner, D. M. (2020). Apps as learning tools: A systematic review. *Pediatrics, 145*(1), e20191579
- **Heymann, P.**, Northrup, J. B., West, K. L., Parladé, M. V., Leezenbaum, N. B., Iverson, J. M. (2018). *Coordination is key: Joint attention and vocalization in infant siblings of children with autism spectrum disorder*. International Journal of Language & Communication Disorders, 53(5), 1007-1020.
- Wang, Q., DiNicola L., **Heymann, P.**, Hampson, M., Chawarska, K., (2018). *Impaired Value Learning for Faces in Preschoolers with autism Spectrum Disorder*. Journal of the American Academy of Child and Adolescent Psychiatry, 57(1), 33-40.

Chapters in Edited Books

- **Heymann, P.**, Heflin, B. H., & Bagner, D. M. (2020). Parent-child interaction therapy: Theory and research to Practice. In Stones, S., Glazzard, J. & Muzio, M. R. (Eds.), *Selected Topics in Child and Adolescent Mental Health*, <https://www.intechopen.com/books/selected-topics-in-child-and-adolescent-mental-health>
- Powell, K.K., **Heymann, P.**, Tsatsanis, K.D., & Chawarska, K. Early autism: Assessment and diagnosis of infants and toddlers with autism spectrum disorder. To appear in S. Goldstein & S. Ozonoff (Eds.), *Assessment of autism spectrum disorders*, Second Edition. New York: Guilford Press.

PROFESSIONAL PRESENTATIONS

Oral Presentations

- **Heymann, P.**, Bagner, D. M. (2020, November). Impact of PCIT therapist coaching statements on parenting skill acquisition: What about language in a predominately Latinx sample of high-risk infants and their mothers? In C. Lieneman (Chair), *Reaching beyond disruptive behavior disorders: New directions for PCIT research*. Virtual symposium conducted at ABCT.
- Bagner, D. M., Heflin, B. H., **Heymann, P.**, Martínez-Pedraza, F. L., Coxe, S. (2018, July). Impact of a brief and home-based intervention on aggressive behaviors in high-risk infants. In M. T. Villodas (Chair), *Extending the reach of evidence-based parenting interventions for aggressive behavior using innovative implementation strategies*. Symposium conducted at the biennial World Meeting of the International Society for Research on Aggression, Paris, France.
- **Heymann, P.**, (2017, May). *Positive Affective Response to Dynamic Smiling Faces in young Children with ASD*. Talk Presented at the International Meeting for Autism Research, San Francisco, CA.
- **Heymann, P.**, (2017, April). *Positive Affective Response to Dynamic Smiling Faces in young Children with ASD*. Talk Presented at the Yale Child Study Center, Yale School of Medicine, New Haven, CT.
- **Heymann, P.**, Macari, S., Milgramm, A., DiNicola, L., Hilton, E., Powell, K. K., ... and Chawarska, K. (2016, April). *Incongruous emotions during fear-eliciting tasks in children with ASD*. Talk presented at the Yale Child Study Center, Yale School of Medicine, New Haven, CT.

Poster Presentations

- **Heymann, P.**, Heflin, B., Bagner, D.M. (2018, February). The Role of Cumulative Risk on Intervention Outcomes for Infants t-risk for Behavior Disorders. Poster presented at the Miami International Child and Adolescent Mental Health Conference, Miami, FL.
- **Heymann, P.**, Macari, S., DiNicola, L., Hilton, E., Milgramm, A., Kane-Grade, F.E., & Chawarska, K. (2017, May). *Positive affective response to dynamic smiling faces in young children with autism spectrum disorder*. Talk presented at the International Meeting for Autism Research, San Francisco, CA.
- Hilton, E., Macari, S., **Heymann, P.**, Milgramm, A., Kane-Grade, F.E., & Chawarska, K. (2017, May). *Preserved play in females at high risk for ASD across the range of symptom severity*. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- Macari, S., Milgramm, A., **Heymann, P.**, Kane-Grade, F.E., Hilton, E., & Chawarska, K. (2017, May). *Now you see it, now you don't: context-dependent dyadic vulnerabilities in infants with ASD in the first year of life*. Talk presented at the International Meeting for Autism Research, San Francisco, CA.
- Milgramm, A., Macari, S., Kane-Grade, F.E., **Heymann, P.**, Hilton, E., & Chawarska, K. (2017, May). *Patterns of face gaze among infants at risk for ASD*. Talk presented at the International Meeting for Autism Research, San Francisco, CA.
- Kane-Grade, F.E., Macari, S., Milgramm, A., Hilton, E., **Heymann, P.**, & Chawarska, K. (2017, May). *Positive affect in infants at high risk for ASD: A multimethod longitudinal analysis*. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- **Heymann, P.**, Macari, S., Milgramm, A., DiNicola, L., Hilton, E., Powell, K. K., ... and Chawarska, K. (2016, May). *Incongruous emotions during fear-eliciting tasks in children with ASD*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.

- **Heymann, P.**, Northrup, J. B., Parladé, M. V., Leezenbaum, N. B., West, K. L., Iverson, J. M. (2016, May). *The development of joint attention and vocalizations in infants at heightened risk for autism spectrum disorder*. Poster presentation at the International Meeting for Autism Research, Baltimore, MD.
- Milgramm, A., Macari, S., DiNicola, L., **Heymann, P.**, Hilton, E., Powell, K. K., ... and Chawarksa, K. (2016, May). *Social emotion regulation strategies in toddlers with ASD*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- Hilton, E., Powell, K. K., Macari, S., Milgramm, A., **Heymann, P.**, DiNicola, L., ... and Chawarksa, K. (2016, May). *When do the developmental trajectories of siblings with ASD and BAP diverge from typically developing siblings?* Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- DiNicola, L., Macari, S., Flink, L., Fontenelle, S. F., Greco, G., **Heymann, P.**, ... and Chawarksa, K. (2016, May). *Examining the role of inhibitory control in the emotion regulation strategies employed by toddlers with and without ASD*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
- **Heymann, P.**, Iverson, J. M. (2014, March). *The effect of joint attention and the use of baby signs in high risk infants*. Poster presentation at the University of Pittsburgh, Pittsburgh, PA.

GRANTS

Submitted Research Support

Examining Bidirectional Effects of Therapist Coaching Statements on Parenting Skill Acquisition in Families of Children with Developmental Delay and Behavior Problems

Role: Primary Investigator

National Institute of Child Health and Human Development

Requested Funds: \$78,918.00 Score: 40 (44th percentile)

HONORS AND AWARDS

Brackenridge Summer Fellowship

2013

University of Pittsburgh

Dean's List

University of Pittsburgh

2011-2015

CLINICAL PRACTICUM EXPERIENCE

Clinician, Autism Spectrum Assessment Clinic University of Miami

Aug. 2020-Present

Supervisors: Amy Beaumont, Psy.D., Sandra Cardona, Psy.D., Raquel Concepcion, Ph.D., Cecelia Alvarez-Tabio, M.S., BCBA

- Conduct and write comprehensive psychodiagnostics evaluations in English and Spanish for individuals across the lifespan with Autism Spectrum Disorder and related social, communication or developmental challenges
- Provide individual treatment, including Parent-Child Interaction Therapy (PCIT), Project ImPACT, and Project ACT (adaptation of RUBY), in English and Spanish for children (ages 2-7) with ASD and other externalizing behavior problems

Clinician, Early Childhood Neurodevelopmental Program Center for Children and Families, Florida International University

June 18- Present

Supervisor: Daniel M. Bagner, Ph.D.

- Conduct and write psychoeducational evaluations (e.g., Bayley-III, ADOS-2, PLS-5) for children (ages 0-3) with at-risk developmental delays and/or behavior problems
- Provide Parent-Child Interaction Therapy (PCIT) in English, French and Spanish for children (ages 3-7) with externalizing behavior problems.

**Clinician, MINT Anxiety Clinic,
Center for Children and Families, Florida International University**

Supervisor: Ashley Shaw, Ph.D., Aileen Herrera, M.S.,

- Delivered individual cognitive behavioral therapy (CBT) in English and Spanish to children and adolescents (ages 3-17) with a variety of anxiety disorders (e.g., generalized anxiety, social anxiety) and other conditions (e.g., ASD).
- Delivered group CBT in English and Spanish to children, adolescents and parents of children with Selective Mutism
- Administered the Anxiety Disorder Interview Schedule for Children (ADIS-IV) in English and Spanish to parents and children with anxiety disorders. Other assessments included: SCARED, SCAI, SPENCE

**Clinician, ACCESS for Families Program,
Center for Children and Families, Florida International University**

Nov. 2017-Jan. 2020

Supervisor: Daniel M. Bagner, Ph.D., and Jon S. Comer, Ph.D.

- Delivered weekly Parent-Child Interaction therapy (PCIT) in English and Spanish for children (ages 3-5) with externalizing behavior problems and developmental delays (e.g., speech delay, global developmental delay, ASD) via telehealth
- Provided clinical feedback to families regarding their child's overall behavior and development
- Participated in weekly supervision focused on advanced issues in parenting-based treatments, parent-training and innovations in tele-health formats of delivery

**Examiner and Clinician, Brave Bunch Program for Selective Mutism
Center for Children and Families, Florida International University**

Summer 18, 19,20

Supervisor: Jami M. Furr, Ph.D.

- Delivered 1-week intensive group treatment for children with Selective Mutism (ages 3-12) and other related anxiety disorders (e.g., social anxiety, separation anxiety)
- Administered the Anxiety Disorder Interview Schedule for Children (ADIS-IV) to parents and children with anxiety disorders. Other assessments included: SCARED, SCAI, SPENCE
- Aided in training of counselors participating in Brave Bunch
- Conducted daily supervision for counselors

**Clinician, Summer Treatment Program Parent Training (STP-PreK),
Center for Children and Families, Florida International University**

June 2019-August 2019

Supervisor: Paulo Graziano, Ph.D.

- Facilitated weekly parent training groups on parenting skills (e.g., positive parenting, effective discipline strategies) and school readiness topics (e.g., early academic skills, sleep, self-regulation) targeting children (ages 4-7) with a variety of diagnoses (e.g., ADHD, ODD, Learning disabilities, high-functioning ASD)

TEACHING AND MENTORSHIP

Graduate Teaching Assistant, Florida International University
Legal Psychology, Instructor: Geri Satin, M.S.

August 2017- December 2017

Graduate Teaching Assistant, Florida International University
Sensation and Perception , Instructor: Ali Pournaghdali, M.S

January 2018- April 2018

Guest Lecturer, Florida International University
Undergraduate Course: Sensation and Perception
Lectures: Blindsight and Visual Agnosia; Color Perception, Speech Perception

February 2018, April 2018

Graduate Teaching Assistant, Florida International University
Social Psychology, Instructor: Chit Yuen Yi, Ph.D.

January 2017- April 2017

PROFESSIONAL ACTIVITIES

Mentored Ad Hoc Peer Reviewer

Journal of Children and Youth Services
Journal of Cognitive and Behavioral Practices
Journal of Abnormal Child Psychology
Journal of Consulting and Clinical Psychology
Journal of Clinical Child and Adolescent Psychology
Pediatrics

Ad Hoc Peer Reviewer

Journal of Applied Research in Intellectual Disabilities

ASSESSMENT TRAINING

Anxiety Disorders Interview Schedule – Fourth Edition (ADIS-IV, research reliable)
ADOS Diagnostic Observation Schedule, Second Edition (ADOS-2)
Autism Diagnostic Interview-Revised (ADI-R)
The Bayley Scales of Infant Development, Third Edition (BSID-III)
Bracken School Readiness Assessment (BSRA)
Communication and Symbolic Behavior Scales (CSBS)
Differential Ability Scales-II (DAS-II)
The Kiddie Schedule for Affective Disorders and Schizophrenia (K-SADS)
Mullen Scales of Early Learning (MSEL)
Pediatric Anxiety Rating Scale (PARS)
Preschool Language Scale, Fifth Edition (PLS-5)
Peabody Picture Vocabulary Test, Fourth edition (PPVT-4)
Selective Mutism Interaction Coding Scheme (SMICS)
Tele-ASD-Peds (TAP)
Test de Vocabulario en Imagenes Peabody (TVIP)
TELE-ASD-PEDS (TAP)
Weschler Intelligence Scale for Children (WISC-V)
Weschler Preschool and Primary scale of Intelligence (WPPSI)
Weschler Individual Achievement Test- Third Edition (WIAT-III)
Woodcock Johnson IV Cognitive (WJ IV COG)
Woodcock Johnson IV Academic Achievement (WJ IV ACH)
Woodcock Johnson IV Oral Language (WJ IV OL)

LANGUAGE SKILLS

Fluent in English, French and Spanish